**LESSON PLAN**

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| **Teacher Intern: \_\_\_Kanisha V. Patterson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | **Dates of Lesson Plan: \_\_\_ November 17, 2010\_\_\_\_\_\_\_\_\_\_\_** | |
| **Grade Level: \_11th-12th\_** | **Subject: \_ BCT I \_** | **Unit: \_Business Finance and Spreadsheet Applications\_** | | **Class Period: \_1st Block\_** |
| **Competencies from MS Framework: \_\_\_\_ Business and Computer Technology I #1 Page 47 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | |

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| **Objectives** | **Procedures** | **Materials and Media** | **Assessment** |
|  | 1. **Anticipatory Set and Introduction** 2. **Conduct** an oral discussion among the class of the previous section on recording information in a check register. 3. **Present** the vocabulary terms for the Reconciling a Bank Statement section to the students. 4. **Instruct** the students to copy the terms down on notebook paper. 5. **Observe** each student’s written terms and review the terms and correct definition. 6. **State** the objective for today is to reconcile a bank statement. | Textbook | **Observation** |
| **Objectives** | **Procedures** | **Materials and Media** | **Assessment** |
| 1. Given the bank statement reconciliation form, the student will be able to list the parts of the form for 100% accuracy. (*Cognitive, Remembering*) 2. Given a list of errors, the student will be able to complete the bank statement reconciliation form with an accuracy of 100%. (*Cognitive, Applying*) | 1. **Body** 2. **Identify** the use of the bank statement reconciliation form. 3. **Explain** the steps used to reconcile a bank statement. 4. **Guide** students in correctly labeling and completing the bank reconciliation form.   **Reinforcement**   1. Inform students they will be working on their own to think of a reason a bank’s record and the depositor’s records do not correspond. 2. After the each student has their reason, the students will get into pairs to discuss their reason and to complete the bank statement reconciliation form. 3. Instruct the students that they will complete the form and share the reasons for discrepancy and the completed reconciliation form aloud after everyone has finished. | PowerPoint Slides  Bank Statement Reconciliation Form  Bank Statement  Bank Statement Reconciliation Form | **Observation**  **Guided Practice**  **Think Pair Share Activity** |
| **Objectives** | **Procedures** | **Materials and Media** | **Assessment** |
| 1. Given the bank statement, the student will identify and select the error that is on the bank statement for 100% accuracy. (*Cognitive, Remembering*) 2. Given a bank statement with errors, the student will find the errors and complete a bank statement reconciliation form for an accuracy of 100% (*Cognitive, Applying*) | 1. **Identify** the benefits of a bank statement**.** 2. **Discuss** the reasons a depositor’s records and the bank records may be different from the other. 3. **Guide** the students in correctly identifying the errors that are located on bank statement.   **Check for Understanding**  Each student will be given a bank statement and an error on the bank statement. The student will have to work on their own to complete the bank statement reconciliation form. | PowerPoint Slides  Bank Statement | **Guided Practice**  **Observation**  **Check for Understanding**  **Individual Assignment** |
|  | 1. **Closing** 2. **Instruct** the students that they will be writing down the parts of the bank statement reconciliation form. 3. **Inform** the students that they will be turning in the parts of the bank statement reconciliation form for a daily grade. 4. **Enlighten** each student that we will be discovering on-line banking options on the next day. |  | **The student’s turned in paper with the appropriate answers.** |